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ABSTRACT

This collection of essays examines international trends in subject performance throughout schooling in the areas of science, mathematics, technology, French, English, and information technology. It also looks critically at a range of interventions in different contexts and countries addressing a range of purposes all aimed at enhancing equity in schools and higher education institutions. Essays are: (1) "Defining Pedagogy" (Patricia Murphy); (2) "A Girls' Pedagogy In Relationship" (Jane Roland Martin); (3) "Citizenship, Difference and Marginality in Schools: Spatial and Embodied Aspects of Gender Construction" (Tuula Gordon); (4) "The Pedagogy of Difference: An African Perspective" (Sheila Parvyn Wamahiu); (5) "Gender Identity and Cognitive Style" (John Head); (6) "Scholarship, Gender, and Mathematics" (Elizabeth Fennema); (7) "Girls and Information Technology" (Karen Littleton); (8) "Research on English and the Teaching of Girls" (Janet White); (9) "Girls' Achievement in Science and Technology--Implications for Pedagogy" (Jan Harding); (10) "Is There a Space for the Achieving Girl" (Michele Cohen); (11) "A Socially Just Pedagogy for the Teaching of Mathematics" (Leone Burton); (12) "Redefining Achievement" (Gaell M. Hildebrand); (13) "Single-Sex Settings: Pedagogies for Girls and Boys in Danish Schools" (Anne-Mette Kruse); (14) "Intervention Programs in Science and Engineering Education: From Secondary Schools to Universities" (Sue Lewis); (15) "How Do We Get Educators To Teach Gender Equity?" (Jo Sanders); (16) "Gender, Teachers and Changing Practices: Voices from Schools" (Liz Wyatt; Jo Whitehead; Christina Hart); (17) "The Emotional Dimensions of Feminist Pedagogy in Schools" (Jane Kenway; Jill Blackmore; Sue Willis; Leonie Rennie); and "Review and Conclusions: A Pedagogy or a Range of Pedagogic Strategies?" (Caroline Gipps). (BT)